

Fall 2016

Spoken Communication

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Brian Amsden, Mark May, Susan McFarlane-Alvarez,
Jonathan Harris

Spoken Communication



Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
 - The initial proposal describes the grant project's aims in detail.
- Final Report
 - The final report describes the outcomes of the project and any lessons learned.



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Initial Proposal

Application Details

Manage Application: Textbook Transformation Grant

Award Cycle: Round 3

Internal Submission Deadline: Sunday, May 31, 2015

Application Title: 133

Submitter First Name: Brian

Submitter Last Name: Amsden

Submitter Title: Assistant Professor

Submitter Email Address: bamsden@clayton.edu

Submitter Phone Number: 678-466-4764

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Brian

Applicant Last Name: Amsden

Applicant Email Address: bamsden@clayton.edu

Applicant Phone Number: 678-466-4764

Primary Appointment Title: Assistant Professor

Institution Name(s): Clayton State University

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Brian Amsden, Assistant Professor, Visual and Performing Arts, bamsden@clayton.edu

Mark May, Associate Professor, Visual and Performing Arts, MarkMay@clayton.edu

Susan McFarlane-Alvarez, Associate Professor, Visual and Performing Arts, SusanMcFarlane-Alvarez@clayton.edu

Jonathan Harris, Assistant Professor, Visual and Performing Arts,
JonathanHarris2@clayton.edu

Sponsor (Name, Title, Department, Institution):

Nasser Momayezi, Dean, College of Arts and Sciences, Clayton State University

Proposal Title: 133

Course Names, Course Numbers and Semesters Offered:

Spoken Communication; COMM 1110; Fall 2015, Spring 2016, Summer 2016, Fall 2016

Final Semester of Instruction: Fall 2016

Average Number of Students per Course Section: 18.77

Number of Course Sections Affected by Implementation in Academic Year: 44

Total Number of Students Affected by Implementation in Academic Year: 826

List the original course materials for students (including title, whether optional or required, & cost for each item): The Art of Public Speaking, 12th Edition by Stephen E. Lucas; required; \$79.99 (discounted price at campus bookstore, negotiated with publisher)

Proposal Categories: Specific Top 50 Lower Division Courses

Requested Amount of Funding: \$21,700

Original per Student Cost: \$79.99 (discounted price at campus bookstore, negotiated with publisher)

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$79.99

Plan for Hosting Materials: LibGuides

Project Goals:

The primary goal of this project is to reduce the cost of course materials for students enrolled in COMM 1110 Spoken Communication. The course is one of the top fifty lower division courses in the University System of Georgia (USG), and enrolls more than 800 students each year at Clayton State University alone. The current required textbook for the course is Stephen Lucas' *The Art of Public Speaking*, 12th edition, which costs students \$79.99 at the campus bookstore (discounted price negotiated with publisher)

The increasing cost of learning materials places a significant burden on students. The College Board estimates that full-time undergraduate students at four-year public universities spend on average \$1,200 each year on books and course materials ("Quick Guide," n.d.). According to

data from the Bureau of Labor Statistics, these costs increased 812% between 1978 and 2013 (Perry, 2012).

The cost of textbooks is especially detrimental for students at Clayton State. In the fall of 2014, 92% of our first-year students received federal and/or state financial aid. Of students applying for financial aid and enrolled during the 2014–2015 school year, the median family Adjusted Gross Income was only \$23,993—which is below the federal poverty level for a family of four. The prospect of paying \$1,200 a year for textbooks presents a major hardship for many students at Clayton State.

Because of the steadily increasing cost of course materials, many students elect to forgo purchasing the textbook in order to conserve funds. A survey conducted by the US Public Interest Research Group found that 65% of students had decided against buying a textbook due to cost, even though 94% of them feared that this might hurt their grades (Senack, 2014). The decision not to purchase the required text most likely will have a detrimental impact on a student's academic performance, particularly given the University's increasing emphasis on hybrid (part-online) and fully online courses where the responsibility for first exposure to the course content often shifts to the students.

The Communication and Media Studies Program has considered transitioning to one of the currently available free, open access public speaking textbooks: *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*, by the Saylor Foundation; *Public Speaking: The Virtual Text*, by the Public Speaking Project; or *The ACA Open Knowledge Guide to Public Speaking*, by the American Communication Association. While these textbooks are comparable to the \$79.99 Lucas text currently in use, they come with few or no supplementary materials, and nothing to compete with the high quality online learning environments hosted by McGraw-Hill (publisher of the Lucas text) and other for-profit publishers. The Lucas text, for example, is paired with numerous resources for instructors and students, including: instructor's manuals, assignments, test banks, PowerPoint presentations, grading rubrics, worksheets, questionnaires, peer feedback forms, student speech videos, speech outlines and transcripts, and external links to related organizations. The loss of these materials provides a strong disincentive for COMM 1110 instructors in the USG system to transition to free and open textbooks.

We propose to evaluate these three open access public speaking textbooks according to the criteria developed by Affordable Learning Georgia (http://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks), select one for adoption, identify limitations and gaps therein (especially in the area of supplementary materials), locate and produce the necessary materials, and organize an online learning environment for students and instructors.

By transitioning to a free, open access textbook complete with a newly designed online learning environment, we predict that we will:

- provide significant savings for students enrolled in COMM 1110 as well as for sponsoring institutions

- ensure that all students have access to high quality learning materials on day one
- improve learning outcomes in COMM 1110
- increase graduation and retention rates
- encourage other USG institutions to adopt a free, open source textbook for COMM 1110

Statement of Transformation:

The main stakeholders in this transformation would be the students themselves, who gain access to free, high quality learning materials on day one of the semester. This transition could save as much as \$66,071 each year for students at Clayton State.

We predict that this also would improve learning outcomes in COMM 1110, as students would no longer delay or forego access to the textbook. It would ensure that all students have equal access to the same online learning environment (which currently is an additional expense only some students are able to afford), improve the resources available for hybrid sections of COMM 1110 (generally taught 2/3 face-to-face and 1/3 online), and provide more opportunities for instructors to flip the classroom—which has been shown in preliminary research to improve educational outcomes (Bryan and Miller, 2013). These predictions are consistent with existing research which has shown that free instructional materials can improve student performance and retention rates (Hilton and Laman, 2012).

We predict that this transition would have a wider impact on the institution as well, increasing enrollment in COMM 1110 (one of five courses that satisfy Area B2 of the core curriculum), and providing a model and an incentive for other instructors to follow suit. Two of the grant participants (professors Amsden and May) serve on a campus-wide committee dedicated to assisting faculty members who wish to transition to free or reduced cost learning materials. This role provides additional opportunities for the team to publicize their efforts and achieve a wider transformative impact at Clayton State.

The University also benefits from this transformation, given that it will be required to bear the cost of providing learning materials for dual enrollment students beginning in the fall of 2015 (under SB 132, the “Move on When Ready Act”). Clayton State has a particularly large population of dual enrollment students, currently 550, and 105 are projected to enroll in COMM 1110 in the coming academic year (at a potential net cost of \$8,398).

The project also benefits COMM 1110 instructors and students at other USG institutions by (1) providing a review of the strengths and weaknesses of the three currently available open access public speaking textbooks, (2) generating high quality original supplementary materials that facilitate the transition to a free textbook, and (3) organizing an online open access learning environment (via LibGuides) that rivals that of the for-profit publishers.

Transformation Action Plan:

The proposed transformation would affect approximately 12 faculty members (full-time and adjunct), and approximately 44 sections of COMM 1110 each year; therefore, the team’s work will be implemented in three stages.

In stage one (summer and fall 2015) Brian Amsden, Mark May, and Susan McFarlane-Alvarez will review the three currently available free, open access public speaking textbooks: *Stand Up, Speak Out: The Practice and Ethics of Public Speaking*, by the Saylor Foundation; *Public Speaking: The Virtual Text*, by the Public Speaking Project; and *The ACA Open Knowledge Guide to Public Speaking*, by the American Communication Association. Utilizing the criteria developed by Affordable Learning Georgia

(http://www.affordablelearninggeorgia.org/find_textbooks/selecting_textbooks) they will evaluate the strengths and weaknesses of each. A careful assessment process is necessary not only to ensure that the adopted text best facilitates the course learning objectives for Spoken Communication, but also to identify errors (if any), gaps, and any areas where supplementary learning materials would be useful. By the end of stage one, Amsden, May, and McFarlane-Alvarez will select a text for adoption. During this stage they also will gather baseline data for assessing the project's transformative impact (discussed further below).

In stage two (spring 2016) all members of the project will be collecting, producing, and organizing supplementary materials to support the transition: sample student videos, speech transcripts, sample speech outlines and bibliographies, test banks, practice quizzes, study guides, video lectures, assignments, activities, and PowerPoint slide shows. This will involve producing original learning materials for students (especially high quality speech videos), and also instructor resources that will help adjunct faculty members to transition and ensure that the proposed transformation is sustainable.

Once the learning materials have been collected, produced, and curated, we will organize them in the following ways. (1) With the assistance of librarian Kara Mullen we will develop an open access online learning environment (via LibGuides) available to the public (although it may contain links to GALILEO resources available only to USG students). (2) We will develop a second, restricted LibGuides site for instructor resources such as test banks, assignments, and PowerPoint slide shows. (3) We will develop two D2L master courses (traditional and hybrid) for Clayton State faculty members. These sites will not only contain teaching and learning resources, but will be structured according to the new master syllabi.

We will share these resources with our colleagues, especially those in the USG system. LibGuides has built-in social media resources, so we can easily publicize the new resources and share them with other COMM 1110 instructors in the university system. We also will publicize the newly developed resources via the Georgia Communication Association listserv (gcalist@ec.edu) and the Georgia State Communication Association Annual Convention, and we will export our D2L master courses to instructors at other USG institutions upon request. These steps will help us to achieve a wider transformative impact in the USG system and beyond, making it much easier for colleagues to transition to a free, open source textbook.

By the end of stage two we will have completed the course redesign, created master syllabi for traditional and hybrid versions of the course, and opened up the online learning environment.

In stage three (summer and fall 2016) we will launch the new course. In the summer Professors Amsden, May, and/or McFarlane-Alvarez will pilot test the new course in their sections. This will allow them to begin assessing the new textbook and online learning environment, and identify any needed adjustments. In August of 2016 they will conduct a half day training workshop for adjunct instructors, in order to ensure a smooth transition to the new

course. Full adoption in all sections of COMM 1110 will occur in the fall of 2016. More data will be collected, and the final report will be published in December 2016.

Brian Amsden, Mark May, and Susan McFarlane-Alvarez are instructors of record for COMM 1110 and subject matter experts in public speaking. They will locate, produce, and assess learning materials; develop the master syllabi; train adjunct faculty in the redesigned course; and gather data for assessment.

Jonathan Harris is an experienced and award-winning filmmaker and will be responsible primarily for staging, recording, and editing sample student speech videos and mini-lecture videos to populate the online learning environment.

Quantitative & Qualitative Measures: Surveys will be conducted in fall 2015 (under the current textbook) and fall 2016 (under the new textbook) to measure access to, use of, and attitudes towards learning materials, as well as course satisfaction in general. Qualtrics will be used, and Likert scale questions will provide concrete quantitative data. We also will compare Drop/Fail/Withdraw (DFW) rates and course grades under the old and new formats. Reading quizzes and midterm exams will provide additional quantitative measures of impact. Although the reading quizzes cannot be perfectly identical under old and new texts, the format of the questions will be identical and as much of the content as possible will be duplicated. We also will give a standardized midterm exam before and after the transition in order to measure students' understanding of basic course concepts, and determine how well the new materials and course structure are facilitating student learning. Qualitative measures of impact will come from open-ended questions included in the same pre- and post-surveys. Adjunct faculty also will be given a questionnaire to determine their sense of the students' interaction with and benefit from the new learning materials.

Timeline:

July 13, 2015: Professors Amsden and May attend the kick-off meeting at Middle Georgia State College

Fall 2015: assess and select a primary text; survey students for baseline data

Spring 2016: collect, produce, and organize supplementary learning materials; develop master syllabi and master D2L courses; launch LibGuides sites for students and instructors (May)

Summer 2016: pilot test new course in sections taught by Professors Amsden, May, and/or McFarlane-Alvarez; conduct training workshop for adjunct faculty (August)

Fall 2016: full adoption of new course; survey students for quantitative and qualitative measures of impact; publish final report (December)

Budget:

Brian Amsden contract overload: \$5,000

Mark May contract overload: \$5,000

Susan McFarlane-Alvarez contract overload: \$5,000

Jonathan Harris contract overload: \$5,000

Travel to kick-off meeting: \$800

\$100 for adjunct faculty members (x9) attending training workshop \$900

Total: \$21,700

Sustainability Plan:

COMM 1110 is taught every fall, spring, and summer semester. Program director Mark May already provides new faculty members—full- and part-time—an orientation to course learning objectives and materials when they are hired. The structure is already in place, therefore, to ensure sustainability. Master syllabi will be provided to all instructors of record, ensuring that the new learning materials are incorporated consistently. A master D2L course, populated with primary and secondary learning materials will be available every semester, for all instructors.

All full-time Communication and Media Studies faculty members are committed to using a no-cost textbook. We view this transformation as a long term commitment. In order to ensure that the new course design is effective, the Communication and Media Studies faculty will form a new assessment subcommittee to evaluate COMM 1110 every year and determine how well it is achieving its learning objectives. Adjustments in secondary materials and course design will be made as necessary in order to ensure that students continue to benefit from high quality, no cost learning materials.

References

- Goodwin, Bryan, and Kirsten Miller. "Evidence On Flipped Classrooms Is Still Coming In." *Educational Leadership* 70.6 (2013): 78–80. *OmniFile Full Text Mega (H.W. Wilson)*. Web. 22 May 2015.
- Hilton, John, and Carol Laman. "One College's Use Of An Open Psychology Textbook." *Open Learning* 27.3 (2012): 265-272. *Academic Search Complete*. Web. 22 May 2015.
- Perry, Mark J. "The College Textbook Bubble and How the 'Open Educational Resources' Movement Is Going Up Against the Textbook Cartel." *American Enterprise Institute*, retrieved from <https://www.aei.org>.
- "Quick Guide: College Costs." *bigfuture*. The College Board, n.d. Web. 22 May 2015.
- Senack, Ethan. "Fixing the Broken Textbook Market: How Students Respond to High Textbook Costs and Demand Alternatives." (2014). *US Public Interest Research Group*, retrieved from <http://www.uspirg.org/>.



May 26, 2015

Letter of Support for the Affordable Learning Georgia Grant Proposal

As dean of the College of Arts and Sciences, it is my pleasure to endorse our communication faculty's efforts for the proposal "Transforming Spoken Communication," submitted in response to the USG Affordable Learning Georgia Textbook Transformation Grant Round 3 Request for Proposals. I enthusiastically support the proposition of replacing the expensive textbook materials for the COMM 1110 class (list price \$173.33) with a free online text provided by the American Communication Association, the Public Speaking Project, or the Saylor Foundation..

One of the biggest financial burdens associated with earning a college degree happens to be the rising cost of college textbooks, and given the fact that so many of our students are supported by one form of financial aid or another, this is a significant concern. This conversion has the potential to save Clayton State students several tens of thousands of dollars per academic year.

COMM 1110 is a key and popular Core Area B course for Clayton State students; over 800 students take this course per year.

The scope of work and timeline associated with replacing the current textbook with a free online text by the fall of 2016 is reasonable and certainly achievable from a course administration standpoint. The accessible nature of these texts and their quality will serve our students well, both in their scope and utility, and any would be an excellent text for our COMM 1110 students. I am confident that the proposal will provide significant cost savings for our students, while ensuring high quality of the course leading to greater student satisfaction, retention, progression and successful graduation.

The College of Arts and Sciences, taking responsibility for the receipt and distribution of the grant funds, is also confident that this change is sustainable. As COMM 1110 transitions to a free, open source textbook, faculty will be assessing the students' use of and satisfaction with the new learning materials, and making adjustments as necessary.

I fully support the project and confirm that the faculty involved in this project are both capable and motivated to pursue the goals of Affordable Learning Georgia. Additionally, the team of faculty assembled are all dedicated communication instructors with a documented record of success both as teachers and educational innovators. These qualities, in conjunction with the support of both the College of Arts and Sciences and the Department of Visual and Performing Arts, ensure the success of this project both from the departmental and the student standpoints.

Please feel free to contact me if you have any questions or would like to discuss this proposal in greater depth.

Sincerely

Dr. Nasser Momayezi, Dean
College of Arts and Sciences
Clayton State University

Syllabus



COMM 1110 Spoken Communication

Catalog Description: A study of the fundamentals of effective speaking, with emphasis on preparation and delivery of spoken presentations to inform and persuade. Instruction in and assessment of speaking skills are based on the elements described by the Clayton State Communication Outcome, focusing on the interrelationships among speaker, listener, situation, purpose, knowledge, organization, vocal and physical delivery, and language. Attention to group and inter-personal interaction is also included. Basic instruction is provided in preparing audio-visuals, including electronic media, to accompany end-of-semester presentations.

Textbook Information: *Spoken Communication* (available on course website)

Program Learning Outcomes:

General Education learning outcomes: <http://www.clayton.edu/arts-sciences/Core-Curriculum/Area-B>

Communication and Media Studies student learning outcomes: This course provides support for the first CMS learning outcome (students will be able to communicate effectively using multiple channels of communication). <http://a-s.clayton.edu/vpa/cms>

Course Learning Outcomes: After completing this course successfully, students should be able to:

- Demonstrate knowledge of the process for composing and structuring information appropriate for a particular purpose, listener and occasion.
- Select and develop messages with particular listeners in mind.
- Organize ideas in a purposeful, cohesive sequence.
- Demonstrate a working knowledge of the performance skills associated with the five basic components of effective individual oral presentations: content, organization, physical expression, vocal delivery, and language.
- Demonstrate a familiarity with strategies for effectively using a computer-operated visual aid.
- Demonstrate an understanding of group dynamics—task roles, social roles, cohesiveness, norms, group problem-solving skills, negotiation skills--that contribute to effective team work.
- Formulate and present convincing arguments through reasoning and supportive research.

Schedule

Date	Material Covered in Class	Readings/Assignments Due
T 8/16	Introduction to the Course	Syllabus
H 8/18	Why Public Speaking Matters	Chapter 1
T 8/23	<i>Narrative Speeches</i>	
H 8/25	Speaking Confidently	Chapter 3
T 8/30	Special-Occasion Speeches	Chapter 17
H 9/1	The Importance of Language	Chapter 12
T 9/6	Delivering Your Speech	Chapter 13
H 9/8	<i>Ceremonial Speeches (1–15)</i>	
T 9/13	<i>Ceremonial Speeches (16–22)</i> Informative Speaking	Chapter 15
H 9/15	Finding a Purpose and Selecting a Topic	Chapter 6
T 9/20	Researching Your Speech	Chapter 7 Topics Due
H 9/22	Researching Your Speech	
T 9/27	Creating the Body of a Speech Outlining	Chapter 9 Annotated Bibliographies Due
H 9/29	Introductions & Conclusions	Chapter 10 Outlines Due
T 10/4	<i>Informative Speeches (1–11)</i>	
H 10/6	<i>Informative Speeches (12–22)</i>	
T 10/11	NO CLASS – FALL BREAK	
H 10/13	<i>Impromptu #1</i>	
T 10/18	Persuasive Speaking	Chapter 16

H 10/20	Audience Analysis	Chapter 5 Topics Due
T 10/25	Types of Support	Chapter 8 Annotated Bibliographies Due
H 10/27	Visual Aids	Chapter 14 Outlines Due
T 11/1	Q&A	Visual Aids Due
H 11/3	<i>Impromptu #2</i>	
T 11/8	<i>Persuasive Speeches (1–7)</i>	
H 11/10	<i>Persuasive Speeches (8–14)</i>	
T 11/15	<i>Persuasive Speeches (15–22)</i>	
H 11/17	Teams in the Workplace	Chapter 18
T 11/22	Group Work Session	
H 11/24	NO CLASS – THANKSGIVING	
T 11/29	Group Work Session	
H 12/1	<i>Impromptu #3</i>	
T 12/6 10:15– 12:15	<i>Group Speeches</i>	

Final Report

Affordable Learning Georgia

Final Report

1. Narrative

- A. Beginning in Summer Semester 2015, the project team members collaborated to develop an electronic textbook, produce student videos, and develop supplemental teaching materials. The first step in this process was to research Creative Commons textbooks, which could be adapted to the needs of Clayton State University and the Spoken Communication course. The team decided to use chapters from three Creative Commons textbooks, including:

- i. *Stand Up, Speak Out – The Practice and Ethics of Public Speaking*,
- ii. *Public Speaking: The Virtual Text*, and
- iii. *Organizational Communication: Theory, Research, and Practice*.

Through use of an assessment rubric, the team assessed relevance and strength of chapters from these sources, and agreed on which chapters would be gleaned from each of the texts. Team members reviewed then edited the selected chapters, corrected issues in readability, formatting and style, and generated separate Works Cited resources for each chapter. The textbook output included all chapters in a single PDF file, and each chapter in its own individual PDF, for ease of access. In addition to the textbook, the team also developed a slide deck to accompany each chapter, each of which could be adapted and used by the cadre of instructors teaching the course. Under the production guidance of one project team member, who is also a member of Clayton State University's film faculty, film students also collaborated to produce a series of videos representing successful student presentations from previous semesters. The textbook, student videos and other speech videos were uploaded to a course [LibGuide site](#)¹, for the benefit of students. In addition, the instructor resources, including PowerPoint presentations and test questions were uploaded to an instructor-only accessible site via the University's learning management system.

Summer 2016 marked the first semester in which one section of the Spoken Communication course used the textbook. At the end of the Summer semester, the project team hosted an evening workshop, during which the new materials were introduced to attending instructors. By Fall 2016, all sections of the course were making use of the new text and instructor resources.

One of the main challenges the team confronted was securing the participation among the part-time/visiting instructors. Given their schedules and somewhat detached relationship with the University, the team decided to host the workshop as both an informative session and a social event with evening meal. Instructors who attended expressed their appreciation for the opportunity to meet the full-time faculty and share in-class experiences, while learning about the new textbook and materials.

¹ Materials posted for the benefit of students can be viewed at the course LibGuide site, here: <http://clayton.libguides.com/SpokenCommunication>

Now that the team has completed a full semester with the new textbook, it is possible to offer a provisional assessment of its affect on learning outcomes. As section 3 of this report will illustrate, student performance on speeches, quizzes, and exams, as well as course-wide DFW rates, were relatively unchanged. On the whole, none of the available indicators shifted enough to suggest that the new textbook is having a significant impact (positive or negative) on student retention or performance.

On the other hand, student reviews of the textbook have been mostly positive, with very few students expressing concerns about the lack of a print version of the textbook. Further, compared to their review of the formerly-used Lucas textbook, increased numbers of students indicated that they completed the readings, and that the textbook contributed to their learning significantly. Feedback from instructors also indicated preference for the fully online textbook, in terms of being able to raise expectations for student access to the text, and therefore increase engagement with the chapter readings.

- B. Overall, the project team would rate this transformation a success. Problem areas in the design and implementation of this transformation are few in number and limited in scope. If the team had the project to complete again, data collection would be designed differently at the outset, with greater focus on study outcomes in relation to midterm exam data collection, for example. In this one instance, there was some confusion over whether the data collected for baseline should be measured using the pre-existing midterm exam, and compared against a revised midterm exam, based on the new materials. Other than this one concern, challenges were minimal, and the team collaborated to address them as they arose.

The success of this project even transcends the Clayton State University environment. West Georgia Technical College has also adopted the materials developed by this team, speaking to the wider transformative impact of this Affordable Learning project.

2. Quotes

- I love the textbook and online resources for COMM 1110 are great and cost effective. I love the fact of an online ebook!
- I think the online resources and the e-book are a good tool for students to use because easily accessible; however, if there are any technical problems, then students can't access the book which makes it hard for us to be able to complete our reading assignments.
- I think this is a reliable textbook. I especially like the feeling of even though I'm reading the words, I feel like someone is talking to me. I am not intimidated by all of the information that I am reading based on its modern use of language.

3. Quantitative and Qualitative Measures

- A. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 378

We conducted a survey of students where 98% of them were enrolled in the public speaking course with a paper textbook by Stephen Lucas and subsequently surveyed students in the fall of 2016 when every student was using the OER textbook. Most of the students were enrolled in courses taught by the full-time instructors. The questions asked included questions about how much the textbooks contributed to their understanding of spoken communication, how much the textbook was used, how the COMM 1110 textbook compared to textbooks used in other courses, and whether they would recommend the textbook to any college student seeking to improve their abilities to communicate in public. The question of how strongly students would agree with this statement: "I would recommend the textbook (or other learning materials) to any college student seeking to improve their abilities to communicate in public" was used as an indication of their feelings toward the new OER textbook below.

Fall 2016 Survey (OER Response)

Positive: 75.6 % of 41 respondents

Neutral: 17.0 % of 41 respondents

Negative: 7.3 % of 41 respondents

Spring 2016 Survey (*The Art of Public Speaking* by Stephen Lucas Response)

Positive: 39.3 % of 46 respondents

Neutral: 20 % of 46 respondents

Negative: 41.4 % of 46 respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

A variety of measures were taken to determine what impact the change to an OER textbook and using other newly created materials (sample speech videos and PowerPoints) had on student learning outcomes and grades. For example, several comparisons were made of student performance before and after the introduction of the electronic textbook: the grades on speeches, quizzes on the book chapters, and a comprehensive exam. There was a slight decrease in the scores on the comprehensive exam; in three of the chapter quizzes, the scores declined, but scores increased on five

measures, and the grades on the informative and persuasive speeches (using rubrics) did not vary to a significant degree.

Choose One:

- ☐ Positive: Higher performance outcomes measured over previous semester(s)
☒ Neutral: Same performance outcomes over previous semester(s)
☐ Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

9% of students, out of a total 379 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- ☐ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
☒ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
☐ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

The DFW rate in fall 2015 was 10% (out of a total of 378 students). Grades, likewise, were similar in fall 2016 (when the OER materials were used) to fall 2015, when *The Art of Public Speaking* by Stephen Lucas was used.

Final Grade Comparison COMM 1110 Fall 2016 to Fall 2015					
Final Grades Fall 2016 (OER Textbook)			Final Grades Fall 2015 (NO OER Textbook)		
<i>Grades</i>	<i>Number</i>	<i>Percent</i>	<i>Grades</i>	<i>Number</i>	<i>Percent</i>
A	195	51	A	163	49
B	121	32	B	108	33
C	28	7	C	27	8
D	6	2	D	8	2
F	15	4	F	11	3
W	14	4	W	14	4
DFW	35	9	DFW	33	10

B. Narrative

Everyone agrees that OER resources save students money and ensure that everyone in the course has access to the textbook before the class begins. Given these benefits, the first question to ask is whether or not students are using the OER textbook to the same extent they were using the materials provided before the change to OER. In a survey N=46 students enrolled in the public speaking class COMM 1110, conducted in the spring semester before the change, 91% of the students obtained the textbook, but 9% did not. Of those who obtained the textbook, 83% got the book before the semester began or during the first week of class. Twelve percent obtained the book during the second week, and 5% obtained the textbook after the second week of class. Of those who obtained the textbook, the majority bought a used copy (70%), 25% bought a new copy, and 6% bought an e-copy. All of these enrolled students were asked if they liked electronic textbooks. 42% responded “not at all” or “very little,” while 24% said “fairly much” or “greatly.” These students, enrolled in the spring, were then asked How much they used the textbook or electronic resources in COMM 1110. The table below indicates how the students using the Lucas textbook responded.

Spring 2016 Survey of COMM 1110 Students (NO OER)

Answer	%	Count
None of the assigned readings	17.78	8
A few of the assigned readings	33.33	15
About half of the assigned readings	15.56	7
Most of the assigned readings	13.33	6
All of the assigned readings	20.00	9
Total	100	45

The students were asked the same questions in the Fall of 2016 when they were using the OER materials. There responses are below.

Fall 2016 Survey of COMM 1110 Students (OER)

Answer	%	Count
None of the assigned readings	0	0
A few of the assigned readings	2.44	1
About half of the assigned readings	2.44	1
Most of the assigned readings	43.90	18
All of the assigned readings	51.22	21
Total	1000	41

Students are clearly using the OER materials more than they were using the traditional textbook. The question then becomes to what extent students believed the textbook helped them to learn. Students were asked how much the textbook (or other learning materials) contributed to your understanding of spoken communication and your development of speaking skills.

Spring 2016 Survey of COMM 1110 Students (NO OER)

Answer	%	Count
None	17.39	8
A little	26.09	12
A moderate amount	21.74	10
A good deal	17.39	8
Greatly	17.39	8
Total	1000	44

The students were asked the same question in the fall 2016 survey, when students were using OER. The results are below.

Fall 2016 Survey of COMM 1110 Students (OER)

Answer	%	Count
None	0	0
A little	4.88	2
A moderate amount	21.95	9
A good deal	53.66	22
Greatly	19.51	8
Total	1000	41

The results indicate that students were much more likely to use the OER learning materials. We don't know why this is true. It may be because the materials, being online, are more convenient. The formerly used textbook and OER materials are written in different styles. The OER materials are more direct, written in a more structured fashion than the Lucas textbook which included lots of stories and examples. Our students may like learning materials that get to the point quickly. Some insight may be derived from the student responses to the question: "If you were to compare the textbook (or other learning materials) used in COMM 1110 to textbooks used in other courses, how would you rank it?"

Spring 2016 Survey of COMM 1110 Students (NO OER)

Answer	%	Count
Far below the textbooks used in other courses	8.89	40
Below the textbooks used in other courses	15.56	7
About the same as the textbooks used in other courses	57.78	26
Above the textbooks used in other courses	17.78	8
Far above the textbooks used in other courses	0	0
Total	1000	45

While the students using the Lucas textbook found it to be comparable to the textbooks used in other courses, the students taking the survey while using OER materials, most found them to be as good as or better than the textbooks used in other courses. See the table below.

Fall 2016 Survey of COMM 1110 Students (OER)

Answer	%	Count
Far below the textbooks used in other courses	0	0
Below the textbooks used in other courses	2.446	1
About the same as the textbooks used in other courses	56.10	23
Above the textbooks used in other courses	26.83	11
Far above the textbooks used in other courses	14.63	6
Total	1000	41

The survey data, comparing students using the traditional textbook compared to the OER materials, suggests that most students believe that the OER materials are at least as good as the Lucas textbook. Students enrolled in the Fall of 2016, when OER was used, may also have been taking into account the new PowerPoints and the videos that were created using Clayton State students. These materials were customized and may better reflect the student body at Clayton State, which is quite diverse, whereas the Lucas videos showed traditional first-year students at a largely white research oriented university.

In addition to the survey data, direct measures were taken of student learning. Students were given reading quizzes and a comprehensive exam when they were taking the course when the traditional textbook was used and when the OER materials were used. The quizzes covered eight chapters and two sections of the course taught by the same instructor (some questions varied due to differences in content). The results are shown below.

Fall 2015	Sec 1	Sec 2	Avg.	Fall 2016	Sec 1	Sec 2	Avg.	Diff.
Ceremonial	72.94	68.42	70.68		83.00	85.26	84.13	+13.45
Language	91.00	96.84	93.92		89.52	77.89	83.71	-10.21
Delivery	98.89	93.68	96.29		82.00	89.00	85.50	-10.79
Topic	65.25	58.95	62.10		69.47	67.00	68.24	+6.14
Research	68.89	62.00	65.45		73.68	72.22	72.95	+7.50
Persuasion	56.67	63.53	60.10		89.47	77.00	83.24	+23.14
Audience	76.84	78.75	77.80		76.84	88.89	82.87	+5.07
Visual Aids	95.71	82.35	89.03		72.63	66.00	69.32	-19.71

In five out of the eight chapters, student scores increased when OER materials were used. The visual aid chapter, where quiz scores decreased the most, is quite different and more complex than the same chapter in the Lucas book.

A comprehensive exam, given after the midpoint in the semester, was given in the spring, summer and fall. OER materials were used in the summer and fall. The average scores on these exams are shown in the table below.

	Spring 2016 (No OER)	Summer 2016 (OER)	Fall 2106 (OER)
Section One	83.33%	62.94%	80.00%
Section Two	89.33%	N/A	71.76%
Average	86.33%	62.94	75.88
Change from Spring		-23.39%	-10.45%

There was a significant decrease during the summer (23.29%), which may reflect the compressed nature of a nine week term and there was some decrease (-10.45%) on the comprehensive exam in the fall compared to the spring results. Since the quiz scores improved, this result is puzzling. It may suggest that students are not retaining what they have learned as well or it may simply be a difference due to chance.

The most important learning in this type of course, is not the quizzes or exams aimed at assessing students' knowledge, but is instead the skills they have developed in delivering speeches. Data was collected in two courses relating to various aspects of the two most important speeches in the class, the informative and persuasive speeches. The results using a 5-point scale, are provided in the tables below.

Comparison of Fall 2015 and Fall 2016 Rubric Scores on Informative Speeches (5 point scale)

	Fall 2015		Fall 2016		Increase or decrease in avg.
	Section 1	Section 2	Section 1	Section 2	
Introduction	3.84	3.74	4.16	4.28	+.43
Organization	4.00	4.16	4.26	4.39	+.25
Support	3.84	3.37	3.84	3.83	+.23
Objective	4.63	4.58	4.42	4.44	-.18
Style	4.42	4.63	4.21	4.22	-.31
Delivery	3.95	3.95	3.63	3.83	-.22

In three categories there was a slight increase in the averages, while in the other three categories, there was a slight decrease in the average scores comparing the non-OER sections to the OER sections of the course. The textbook, of course, is only one of the resources that instructor and students use to create and deliver speeches. Arguably, the conclusion to be drawn is that the change to OER has had a minimal impact on students' ability to deliver high quality speeches. All of these sections were taught by the same instructor who has a significant amount of experiencing teaching the class. In this kind of skills oriented course, the instructor's abilities are more important than the textbook.

The scores on the rubric from the persuasive speech showed similar results.

Comparison of Fall 2015 and Fall 2016 Rubric Scores on Persuasive Speeches (5 point scale)

	Fall 2015		Fall 2016		Increase or decrease in avg.
	Section 1	Section 2	Section 1	Section 2	
Introduction	4.50	4.00	4.45	4.42	+.19
Organization	3.67	3.67	3.85	3.68	+.10
Support	4.00	3.22	3.70	3.68	+.08
Objective	4.11	3.61	4.00	3.37	-.17
Style	4.11	3.94	4.00	4.16	+.05
Delivery	3.94	3.67	4.55	4.11	+.52

In the persuasive speeches, students' scores in 5 out of 6 areas improved. Most of these increases, however, were small. The largest increase was in the delivery.

The quantitative data suggests that the use of OER materials has been appreciated by the students. They believe that the materials are as good or better than the material used in other courses and the students using the OER materials indicate that they are using the materials more and are learning as much if not more than they were before.

The qualitative data was derived from one open-ended question on the survey of students using the OER materials that asked: "Please tell us, in your own words, what you think of the textbook and online resources for COMM 1110."

There were 34 comments in all. To summarize the comments, three said that they liked the online OER book more than the traditional textbook; whereas, two students preferred the hardcopy book. "Great," "good" and "useful" were the most common terms used to describe the OER materials. The convenience and easy accessibility of the online materials were noted by quite a few students. A number of students also appreciated the low cost. A few students thought the chapters were too lengthy or were too wordy, but one student wrote that the chapters do not provide unnecessary information. Only two of the comments would be considered negative overall. The rest were positive.

4. Sustainability Plan

COMM 1110 is taught every fall, spring, and summer semester. Program director Mark May already provides new faculty members—full- and part-time—an orientation to course learning objectives and materials when they are hired. The structure is in place, therefore, to ensure sustainability. Master syllabi will be provided to all instructors of record, ensuring that the new learning materials are incorporated consistently. In addition to the public LibGuides course that hosts the new textbook, a master D2L course, populated with PowerPoint slides, assignments, and quiz banks, is available for all instructors.

All full-time Communication and Media Studies faculty members are committed to using a no-cost textbook. We view this transformation as a long term commitment. The new course textbook was laid out using Microsoft Publisher, making revisions and corrections relatively easy. Adjustments in secondary materials and course design will be made as necessary in order to ensure that students continue to benefit from high quality, no cost learning materials.

5. Future Plans

Team members remain committed to providing quality, low-cost learning materials to students in the future. While working on transforming the Spoken Communication course, Professors Mark May and Brian Amsden have designed or updated other courses using open source textbooks or free electronic course packs. The grant has aided us in those efforts, giving us the opportunity to learn about available resources, such as MERLOT, OpenStax, and Soft Chalk, and about the challenges of creating learning materials that are accessible to all students.

Team members Mark May and Brian Amsden presented about the use of open source learning materials in the basic communication course at the Georgia Communication Association Annual Convention in February 2016.

6. Description of Photograph

(left-right) Professor Jonathan Harris, videographer; Professor Mark May, subject matter expert and instructor of record; Professor Susan McFarlane-Alvarez, subject matter expert and instructor of record; Professor Brian Amsden, team lead, subject matter expert, and instructor of record.